



F. J. Delaine Elementary

5355 Cane Savannah
Wedgefield, SC 29168

Grades	PK-5 Elementary School	
Enrollment	162 Students	
Principal	Dr. Roosevelt O. Miott	803-494-2661
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Good
2007	Average	Below Average
2006	Average	Below Average
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

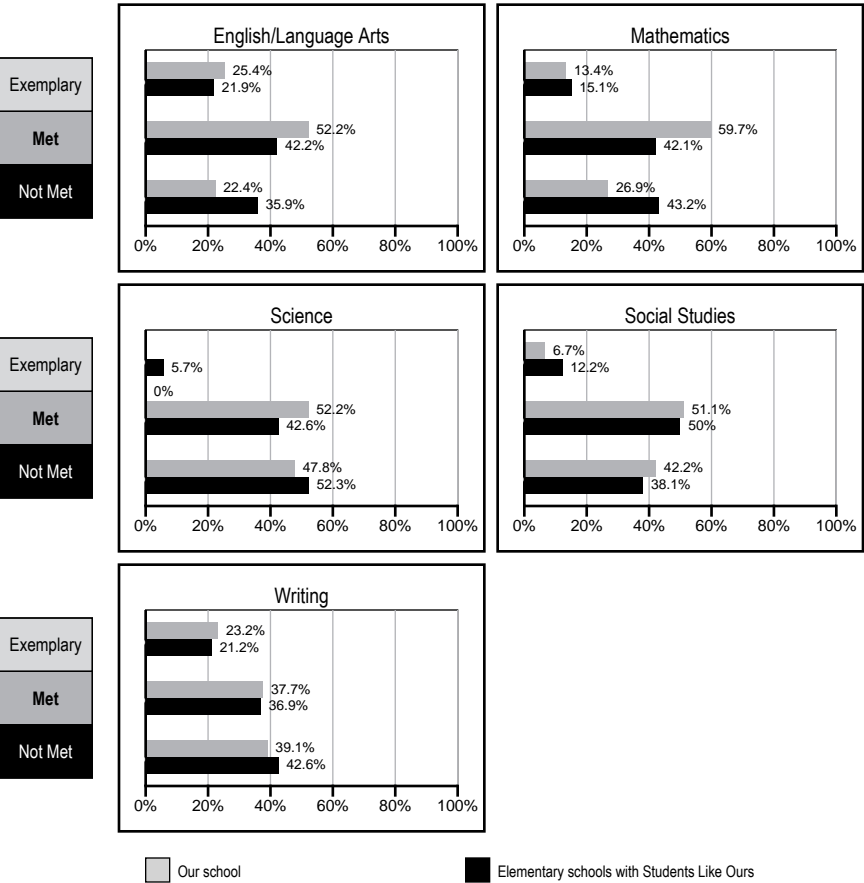
95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	66	62	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=162)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 3.7%	2.5%	1.9%
Attendance rate	96.9%	Up from 96.7%	96.0%	96.3%
Eligible for gifted and talented	10.4%	Up from 6.5%	3.2%	10.0%
With disabilities other than speech	7.4%	Down from 8.3%	7.5%	7.7%
Older than usual for grade	4.4%	Up from 2.8%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	77.8%	Down from 81.8%	57.1%	59.4%
Continuing contract teachers	66.7%	Up from 63.6%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.5%	Down from 85.6%	81.7%	85.9%
Teacher attendance rate	95.2%	Up from 95.1%	95.2%	95.1%
Average teacher salary*	\$48,075	Up 6.4%	\$45,725	\$47,149
Professional development days/teacher	11.0 days	Down from 12.7 days	10.7 days	11.1 days
School				
Principal's years at school	18.0	Up from 17.0	3.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 17.9 to 1	16.7 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 91.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	55.4%	Down from 98.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,461	Down 1.2%	\$8,667	\$7,458
Percent of expenditures for instruction**	61.9%	Down from 62.3%	68.2%	68.8%
Percent of expenditures for teacher salaries**	44.7%	Down from 60.5%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

F. J. DeLaine Elementary is an integral part of the Wedgefield community in Sumter County. Currently, we educate and nurture 164 children from kindergarten through fifth grade. Our mission is to promote lifelong learners while utilizing the ABC's: Academics, Behavior, and Character. Moreover, we envision building a legacy of academic excellence and social responsibility, one student at a time.

At F. J. DeLaine, our hardworking staff is highly skilled and dedicated to the success of all students. We have a continued commitment to educate and provide our students with standards-based learning experiences. Therefore, various research-based and instructional "best practices" and approaches are implemented across the curriculum to broaden the students' academic performance. Promethean boards and computers, which aid in the academic experience and provide for active student learning, are utilized on a daily basis. Weekly grade-level planning with the curriculum coordinator is held to fine-tune classroom lesson plans. Moreover, teachers plan for flexible, small-group instruction for those students who need assistance. All students participate in the Early Morning Tutorial, which provides extra practice in reading/language arts and math. Targeted students in grades 3-5 participate in the afterschool tutoring program to prepare for the PACT.

Parents are welcomed and encouraged to be involved in the educational process. They are encouraged to become active members of the PTA and attend our Family Reading/Math Night activities. Workshops are scheduled through our Parent Resource Center during the school year to encourage and assist parents in preparation for helping their children at home. Continuous communication between the school and family is promoted through our student-parent handbook, monthly newsletter, weekly and/or daily progress reports, and parent-teacher conferences.

We are proud of the achievements we have made. For the past five years, we have met AYP. We have also been recognized by the EOC for closing the achievement gap for historically underperforming groups of students for the past four years. In 2007, we were the recipient of the Red Carpet Award presented by the SC Department of Education.

Dr. Roosevelt O. Miott, Principal
Mrs. Sarah Williams, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	11	18	16
Percent satisfied with learning environment	81.8%	88.9%	93.8%
Percent satisfied with social and physical environment	90.9%	72.2%	87.5%
Percent satisfied with school-home relations	45.5%	77.8%	87.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	69	100	22.4	52.2	25.4	86.6	81.4	82.8	Yes	Yes
Gender										
Male	36	100	34.3	40	25.7	74.3	77.6	79.3	N/A	N/A
Female	33	100	9.4	65.6	25	100	85.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	87.7	89.5	I/S	I/S
African American	66	100	21.9	51.6	26.6	85.9	76.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.8	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	82.5	I/S	I/S
Disability Status										
Disabled	17	100	64.7	29.4	5.9	58.8	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	59	100	24.6	49.1	26.3	86	78.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	69	100	26.9	59.7	13.4	80.6	76.1	78.9	Yes	Yes
Gender										
Male	36	100	31.4	54.3	14.3	74.3	73.7	77	N/A	N/A
Female	33	100	21.9	65.6	12.5	87.5	78.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	83.5	87.2	I/S	I/S
African American	66	100	26.6	59.4	14.1	81.3	70.4	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	85.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	79.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	52.9	38.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	59	100	28.1	56.1	15.8	78.9	71.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	47	100	N/AV	N/AV	N/AV	52.2	62.8	67.5
Gender								
Male	24	100	N/AV	N/AV	N/AV	45.8	63.5	67
Female	23	100	N/AV	N/AV	N/AV	59.1	62.1	68
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	75.7	79.5
African American	44	100	N/AV	N/AV	N/AV	51.2	52.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	71.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	28.6	33.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.6	59.6
Socio-Economic Status								
Subsided meals	41	100	N/AV	N/AV	N/AV	50	57.4	55.1

Social Studies

All Students	46	100	42.2	51.1	6.7	57.8	68.5	72.3
Gender								
Male	24	100	43.5	47.8	8.7	56.5	67.5	71.5
Female	22	100	40.9	54.5	4.5	59.1	69.5	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	74.4	80.7
African American	44	100	44.2	48.8	7	55.8	63.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	54.5	39.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.9	67.9
Socio-Economic Status								
Subsided meals	40	100	46.2	46.2	7.7	53.8	64.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	71	100	39.1	37.7	23.2	60.9	63.2	70.2	96.9	96
Gender										
Male	37	100	52.8	30.6	16.7	47.2	55.3	63.2	97.4	95.8
Female	34	100	24.2	45.5	30.3	75.8	71.6	77.5	96.4	96.1
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	68.8	79.1	95	95.3
African American	68	100	37.9	37.9	24.2	62.1	58.6	57.6	97	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	86.2	N/A	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	77.2	62.6	93.3	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	68.7	N/A	95.7
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	25	21.1	26.1	97.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	61.2	N/A	95.9
Socio-Economic Status										
Subsidized meals	61	100	40.7	35.6	23.7	59.3	58.3	58.9	97.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	24	100	18.2	36.4	45.5	81.8
	4	24	100	29.2	62.5	8.3	70.8
	5	21	100	19	57.1	23.8	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	24	100	22.7	59.1	18.2	77.3
	4	24	100	33.3	62.5	4.2	66.7
	5	21	100	23.8	57.1	19	76.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	12	100	N/AV	N/AV	N/AV	54.5
	4	24	100	N/AV	N/AV	N/AV	50
	5	11	100	N/AV	N/AV	N/AV	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	12	100	N/AV	N/AV	N/AV	54.5
	4	24	100	N/AV	N/AV	N/AV	54.2
	5	10	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	24	100	36.4	18.2	45.5	63.6
	4	25	100	N/AV	N/AV	N/AV	48
	5	22	100	27.3	45.5	27.3	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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